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ABSTRACT

This module, one in a series of performance-based teacher education learning packages, focuses on skills that vocational educators and other occupational trainers need to create learning environments that are accessible, accommodating, and equitable in meeting instructional needs of exceptional students. The purpose of the module is to give educators skill in defining their roles in serving exceptional students, in reviewing their attitudes, and in gaining greater experience with people who have exceptional needs. Introductory material provides terminal and enabling objectives, prerequisites, necessary resources, terminology, and general information. The main portion of the guide includes three learning experiences based on the enabling objectives. Each of the first two learning experiences includes educational activities with information sheets, case studies, and self-evaluation forms. Optional activities are also provided. Completion of the first two study sections should lead to achievement of the terminal objective administered in the third and final learning experience that includes a teacher-performance assessment form. (YLB)

ED220674

MODULE

L-1

Prepare Yourself to Serve Exceptional Students

Module L-1 of Category L —
Serving Students with Special/Exceptional Needs
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

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FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Category L—Serving Students with Special/Exceptional Needs—are designed to enable vocational teachers and other occupational trainers to create learning environments that are accessible, accommodating, and equitable in meeting the instructional needs of individuals in those groups previously denied equal vocational education opportunities. The modules are based upon 380 teacher competencies identified and verified as essential for vocational teachers to meet the special needs of all students in their classes. Included are special populations such as the handicapped, adults pursuing retraining, and students enrolled in programs that are nontraditional for their sex.

Many individuals and institutions have contributed to the research, development, testing, and revision of these significant training materials. Appreciation is extended to the following individuals who, as members of the project technical panel, advised project staff, identified human and material resources, and reviewed draft materials: James B. Boyer, Ken Dieckhoff, Mary M. Frasier, Gerald R. Fuller, Juan Guzman, Jerry Holloway, Barbara Kemp, Jeffrey G. Keily, Betty Ross-Thomson, Ann Turnham-Smith, and Richard Tyler.

Appreciation is also extended to the approximately 80 vocational teachers and supervisors from throughout the United States who served on the eight DACUM analysis panels that assisted National Center staff in the initial identification of the teacher competency statements. Appreciation is extended, too, to the 80 additional teachers and supervisors from throughout the United States who assisted in the verification of the 380 competencies.

Field testing of the materials was carried out with assistance of field-site coordinators, teacher educators, students, directors of staff development, and others at the following institutions: University of Alabama–Birmingham; Albuquerque Technical-Vocational Institute, New Mexico; University of Central Florida; University of Southern Maine; Maricopa County Community College District, Arizona; Murray State University, Kentucky; University of New Hampshire; SUNY College of Technology–Utica, New York; Temple University, Pennsylvania; Texas State Technical College; Upper Valley Joint Vocational School, Ohio; and Central Washington University.

Special recognition for major individual roles in the development of these materials is extended to the following National Center staff: Lucille Campbell-Thrane, Associate Director, Development Division, and James B. Hamilton, Program Director, for leadership and direction of the project; Lois G. Harrington, Karen M. Quinn, and Michael E. Wonacott, Program Associates, for training of module writers and module quality control; Cheryl M. Lowry, Research Specialist, for developing illustration specifications; Kevin Burke and Barbara Shea for art work; Nancy Lust, Research Specialist, and Wheeler Richards, Graduate Research Associate, for assisting in the coordination of module field testing and data summarization; and Catherine C. King-Fitch, Program Associate, for revision of the materials following field testing. Special recognition is also extended to George W. Smith Jr., Art Director at AAVIM, for supervision of the module production process.

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THE NATIONAL CENTER
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The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Providing information for national planning and policy.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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The American Association for Vocational Instructional Materials (AAVIM) is a nonprofit national institute.

The institute is a cooperative effort of universities, colleges and divisions of vocational and technical education in the United States and Canada to provide for excellence in instructional materials.

Direction is given by a representative from each of the states, provinces and territories. AAVIM also works closely with teacher organizations, government agencies and industry.

INTRODUCTION

To prepare prospective teachers to meet the needs of their students, teacher training programs typically provide instruction in such topics as how to identify students' needs, interests, and learning styles, and what characteristics typically distinguish learners in a particular age group (e.g., teenagers or adults). Teachers then have a continuing commitment, once on the job, to keep up to date in these and other areas.

If you are going to have students with exceptional needs in your classes, you will need some additional knowledge, skills, and experience specific to the needs of those students. First, in order to accommodate the wide range of needs and abilities your exceptional students may have, you may need to act in roles that go beyond the simple provision of classroom instruction.

Second, you may need to review your attitudes, to ensure that they are appropriate for the success of your exceptional students. For example, if you feel that a physically handicapped student could not succeed in your vocational program, this may become a self-fulfilling prophecy. The student might fail because you think he/she will.

Third, you may need to gain greater knowledge and experience concerning people who have exceptional needs in order to learn, for example, exactly how a deaf student can communicate in your classroom or laboratory. You may need to know whether the student uses a hearing aid, lip-reads, or uses sign language. You would then need to know what you can do to ensure that you and the student can communicate—for example, facing the student so that he or she can see your mouth when lipreading.

This module is designed to give you skill in preparing yourself to serve your exceptional students. The information and practice activities in the module will assist you in defining your role in serving exceptional students, reviewing your attitudes, and gaining greater experience with people who have exceptional needs.

ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual teaching situation, prepare yourself to serve exceptional students. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 41–42 (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, critique the performance of the teachers described in given case studies in preparing to serve exceptional students (*Learning Experience I*).
2. After completing an initial inventory of your attitudes concerning exceptional students, develop a plan to gain the greater experience you need to serve these students (*Learning Experience II*).

Prerequisites

The modules in Category L are **not** designed for the prospective teacher with no prior training and/or experience. They assume that you have achieved a minimal level of skill in the core teacher competencies of instructional planning, execution, and evaluation. They then build on or expand that skill level, specifically in terms of serving students with special/exceptional needs.

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references within your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

Optional

Reference: Wall, James E., ed. *Vocational Education for Special Groups*. Washington, DC: American Vocational Association, 1976.

Reference: Gliedman, John, and Roth, William. "The Unexpected Minority." *The New Republic*. 182 (February 2, 1980): 26–30.

Equipment, such as a wheelchair, blindfold, or other items, with which to simulate handicapping conditions.

Workshop materials: Martin, Joan, and Cashdollar, Pat. *Kids Come in Special Flavors Workshop Kit.* Dayton, OH: Kids Come in Special Flavors Company, 1981.

Learning Experience II

No outside resources

Learning Experience III

Required

An actual teaching situation in which you can prepare yourself to serve exceptional students.

A resource person to assess your competency in preparing yourself to serve exceptional students.

Terminology

Special/Exceptional Needs: Referred to in the modules simply as exceptional needs, this term refers to those needs that may prevent a student from succeeding in regular vocational education classes without special consideration and help. The following types of students are included in our definition of students with exceptional needs:

- Persons enrolled in programs nontraditional for their sex (e.g., the male in home economics)
- Adults requiring retraining (e.g., displaced homemaker, technologically displaced)
- Persons with limited English proficiency
- Members of racial/ethnic minority groups
- Urban/rural economically disadvantaged
- Gifted and talented
- Mentally retarded
- Sensory & physically impaired

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

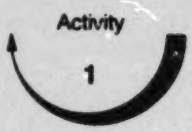
The *Resource Person Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies, as well as a listing of the supplementary resources and the addresses where they can be obtained.

The *Guide to the Implementation of Performance-Based Teacher Education* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

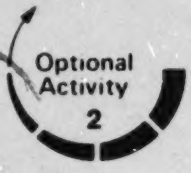
Learning Experience I

OVERVIEW

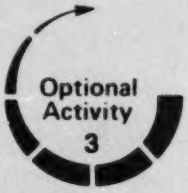
After completing the required reading, critique the performance of the teachers described in given case studies in preparing to serve exceptional students.



You will be reading the information sheet, Serving Students with Exceptional Needs, pp. 6–21.



You may wish to read one or more of the following supplementary references: Wall, *Vocational Education for Special Groups;* and/or Gliedman and Roth, "The Unexpected Minority," *The New Republic.*



You may wish to participate in activities simulating handicapping conditions, either inventing your own activities or using those described in commercial materials, such as Martin and Cashdollar, *Kids Come in Special Flavors Workshop Kit.*

You will be reading the Case Studies, pp. 22–24, and critiquing the performance of the teachers described.

You will be evaluating your competency in critiquing the teachers' performance in preparing to serve exceptional students by comparing your completed critiques with the Model Critiques, pp. 25–26.

Activity 1

Students in vocational education programs have, to a great extent, had certain common characteristics. Yet, more and more students with different characteristics are now seeking vocational training. For information on your role in meeting the needs of these other vocational students, and how to do so, read the following information sheet.

SERVING STUDENTS WITH EXCEPTIONAL NEEDS

Vocational teacher education programs have traditionally prepared teachers to provide instruction to students who supposedly had common characteristics. Judging from the content of these programs, you could have concluded that the following assumptions were true:

- All students were white, middle-class, and American by birth.
- Males were always in certain programs, females in others.
- Students were of average intelligence and spoke English fluently.
- Students were all teenagers or young adults.
- Students were physically all alike—two arms, two legs, two eyes, two ears, all in proper working order.

Not all students in vocational education programs have been like this, of course. Students with different characteristics have always been in vocational education. Today, however, fewer and fewer students conform to this stereotype. Exceptional students have begun to enroll in vocational programs in increasing numbers.

In the case of mentally, sensory, and physically impaired students, federal and state legislation has guaranteed access to regular vocational programs for these students, who were previously enrolled in special education programs. In other cases, changing social values and conditions have led students with different characteristics to seek vocational training in preparation for the world of work. Thus, vocational teachers may now have many more students who differ significantly from those they have been trained to instruct.

Exceptional students may have different kinds of needs and abilities arising from their exceptional conditions. An obvious example might be the needs of a blind student. As a result of the exceptional condition, the student cannot see and, therefore, cannot use sight to learn as other students do.

Such a student would, for example, be unable to view films or demonstrations that you present. Printed materials (e.g., textbooks, handouts, written tests) would be of no use to this student. Navigating in a crowded, cluttered laboratory could present great difficulties. Using a regular ruler to measure materials for practice activities would not be feasible. Visual safety devices you might have in your laboratory could not warn this student of danger as they do others.

This blind student, then, would have many needs different from those of other students. He or she would need to acquire the information normally presented in films, demonstrations, and printed materials in some other way. The student would need to use a different means of measuring materials for practice activities. And, other kinds of devices would have to be used to warn the student of danger.

Your Responsibility

You know, of course, that it is your responsibility as a vocational teacher to provide instruction to all your students, including those with exceptional needs. In order to do so fairly and effectively, you must be able to accommodate their wide range of needs and abilities. You must be able to meet all those needs we have just discussed—and many others that your exceptional students may have.

However, you may not, at present, be prepared to accommodate the unique needs and abilities of your exceptional students. You may not have all the

knowledge and skills necessary to provide fair and effective instruction to them. If this is the case, you will need to prepare yourself further. You will need to acquire the knowledge and skills to serve students with exceptional needs.

Keeping the Task in Perspective

At this point, it might help to look at serving exceptional students from a slightly different perspective. You need to be aware that you are probably more prepared to serve exceptional students than you might think.

Consider, for example, the fact that the first thing you should do, when an exceptional student enters your program, is to identify and diagnose the student's needs and abilities. If you think about doing so for a blind student, or a mentally retarded student, or a gifted student, you may be intimidated. You might think, at first, that you are setting out to do something you've never done before.

In all probability, however, you do have some experience at this already. Identifying and diagnosing student needs and abilities is, ideally, the first thing any good teacher does. Common sense tells us that, before you try to teach students anything, you find out what they already know and can do.

So, although we cannot emphasize too strongly how crucial it is to identify and diagnose exceptional students' needs and abilities, remember that this is, in part, a matter of pure common sense and practicality. Exceptional students may well have some **exceptional** needs and abilities to identify and diagnose, but finding out about student needs and abilities is probably not new to you.

In fact, you may have at least some knowledge and experience in many of the things you will need to do to serve your exceptional students. Most of these things are not new. They are, rather, just a little different in that they are always done with the individual needs and abilities of your exceptional students in mind.

Furthermore, as you consider serving exceptional students, you might also remind yourself that there is, as always, another side to the coin. So far, we have only talked about one side—the exceptional condition, the needs and abilities of the exceptional student. These needs and abilities cannot be denied, of course. It remains true that, if you are not able to accommodate these needs and abilities, your exceptional students are not likely to succeed in your vocational program.

But when you flip the coin, you will discover that there is more to an exceptional student than a simple list of needs and abilities. There is, in fact, a person in whom you will find the whole range of qualities that you might find in any other person. The student's exceptional condition, whatever it might be, is only one small part of an entire human being.

When you understand that an exceptional student is a whole person, it helps to put the student's exceptional condition in its proper perspective. No matter how visible, how obvious, how unavoidable the exceptional condition is, it is only a fraction of the whole person. It is only one of a long list of attributes describing the person.

Being a whole person, just like every other person in the world, an exceptional student has his or her own strengths and weaknesses, likes and dislikes, hopes and fears, successes and failures. There may well be things an exceptional student cannot do, but all people have things they cannot do. No one can do everything.

Likewise, an exceptional student may be different, in some respects, from you and from other students. But isn't everyone different in some ways? Are any two people ever really alike? If you should feel nervous or lack confidence as you set out to prepare to serve exceptional students, you might remind yourself that these exceptional students are just people, after all.

Preparing

How, then, can you prepare yourself to serve exceptional students? How can you gain the knowledge and skills you need in order to provide them with fair and effective instruction? How can you learn to accommodate their unique needs and abilities?

Although preparing yourself to serve exceptional students may require some time and effort, it should not be a difficult thing to do. It consists primarily of some common-sense, practical steps you can take.

You can plan a program of professional development based on these steps:

- **Expand your concept of your role.** You can ensure that your idea of what you should do, as a vocational teacher, includes all the responsibilities that you will have in serving exceptional students.
- **Review your attitudes.** You can identify any attitudes you have that would hinder the success of exceptional students in your vocational program.
- **Gain greater experience.** You can broaden your knowledge of exceptional persons and expand your experience in working with them. You can learn about their conditions and their chances for success in vocational education and in the world of work.

Let's take a closer look at each of the three steps.

Expand Your Concept of Your Role

It will be essential for you to fulfill several simple responsibilities in order to serve the exceptional students in your vocational program. As a teacher of exceptional students, you may need to act more frequently in roles that go beyond just providing vocational instruction. In a word, you should ensure that you are **appropriately** involved in all phases of training exceptional students. Bear in mind that your concern at this point is not to learn how to fulfill these roles, but to identify the roles in which you must serve and come to grips with the need to do so.

Provide Input into Placement Decisions

The exceptional student's first step in acquiring vocational training is placement into a vocational program. As a teacher and expert practitioner in your own occupational specialty, you are the person most highly qualified to provide input into vocational placement decisions. You have extensive and detailed knowledge of what it is like to be both a student and a worker in the area. You know what knowledge and skills students need to acquire as they work to attain entry-level competency in the area.

It will probably not be your responsibility to make final placement decisions. These decisions are usually made by others, such as special educators, counselors, administrators, the student, and the student's significant others (e.g., parents or guardians). However, those making placement decisions will need input from you if their decisions are to be good ones. Thus, you may be asked to attend a placement meeting or to furnish information about your vocational program to those making such decisions.

They will need to know from you what kinds of **knowledge** are required in the area. If, for example, your area is one that requires understanding of highly technical or complex ideas and concepts, they will want to take that into account as they determine appropriate placement for a mentally retarded student. They will need to determine, with input from you, whether the student might be placed into an area that is less demanding intellectually, or whether the student can understand and use the necessary concepts with modified instruction.

By the same token, those making placement decisions need to know from you what **manipulative skills** are required in the area. This information could be very important for students with physical impairments. Would limited use of one arm or leg prevent a student from operating a particular piece of machinery? Is prolonged standing required? What kind of general endurance is needed for the area—is there constant heavy work, occasional heavy work, or none at all?

Other factors pertinent to the placement of exceptional students might also require your input. To what extent are **basic skills,** such as reading, writing, and speaking, necessary in the area? Would the work require a great deal of high-level technical reading? Would the work involve meeting and communicating with the general public? What kinds of problems could a hearing impairment present?

The list of factors affecting placement decisions could be quite long. The important point, however, is that you share your own experience when those making placement decisions call upon you. The knowledge you share will help decision makers to place the exceptional student into an appropriate program.

Serve in a Counseling Role

Once exceptional students are placed into your vocational program, you will have the responsibility of providing instruction to prepare them for employability. Part of this responsibility could be to counsel students with personal-social problems. Exceptional students may have personal-social problems that affect their behavior and performance in your classroom or laboratory.

Such problems may take the form of disruptive behavior, boredom, poor personal hygiene, absence, inability to get along with others, or lack of motivation. Your on-the-spot counseling in the classroom, as such problems occur, may be of great benefit to these students.

Some of your exceptional students may have low self-esteem, perhaps because they have not often experienced success. You may need to establish rapport with your exceptional students, letting them know that you are confident of their success. The small word of encouragement or the pat on the back that you offer as you work with a student can often help that student to develop a better self-concept.

Exceptional students may also benefit from counseling you could provide in other areas. Racial or ethnic minority students may feel a conflict between the values of their own culture and those of the majority culture. Some exceptional students—physically handicapped or mentally retarded students, for example—may have been overprotected by well-meaning parents. These students might need to be helped to learn to take responsibility for their own actions.

Finally, perhaps the most important counseling skill for you to develop is referral. Since you are not a professional counselor, you do not have all the knowledge and skills required to offer intensive, sustained counseling to your exceptional students. Consequently, you can often counsel your exceptional students best by referring them to the appropriate, trained, professional personnel.

Help Students Develop Basic Skills

Not all students have the level of basic skills—reading, writing, speaking, math—necessary to function in the world of work. Some of your exceptional students may have this same low level of basic communication and computational skills. In order to prepare students fully for employability, you may need to help your exceptional students develop their basic skills.

You need not become a specialist in communication remediation or pure and applied mathematics in order to help students develop these skills. You can, in fact, do a great deal within the framework of your regular vocational instruction. You can, and should, give students vocational reading assignments that allow them to improve their reading skills. You can give students the opportunity to learn and practice the math, writing, and speaking skills they will need on the job.

The level of basic skills that exceptional students need on the job depends on the specifics of the job. In some occupations, workers don't need to read anything more complex than the labels on packing crates. In others, workers have to read highly technical operation sheets, instruction manuals, and schematic diagrams.

Similarly, some occupations do not require sophisticated writing, speaking, or math skills. Some workers never write anything at work. They may only need to speak well enough to communicate with their supervisor and co-workers. They may use their math only when they count items on a shelf or figure their work hours. Other workers, however, must write orders and reports, communicate with the public in person and over the telephone, and balance account ledgers.

As an expert practitioner in your occupational specialty, you should know what levels of basic skills are required on the job. You should also know what levels of basic skills your exceptional students presently have. Should you find that your students' levels of basic skills are lower than those required on the job, it will be part of your responsibility to do what you can to help. You can refer exceptional students

to trained remedial specialists, but you can always do your own part, too.[1]

Provide Flexible, Individualized Instruction

We have already discussed the wide range of needs and abilities your exceptional students might have. Some students comprehend information rapidly, some quite slowly. Some students need a great deal of practice to master a skill, some very little. Some learn best by reading printed material, some by listening to an oral presentation, some by observing a demonstration, and some by hands-on experience. Some students work best alone, some in small groups, and some in large groups.

In order for each student to learn most efficiently and effectively, the student should be able to learn in the way that suits him or her best. Sometimes the student's learning style is simply a matter of preference—the student learns best and most easily that way. At other times, however, the student's exceptional condition dictates that the student cannot learn in a particular way—the blind student cannot use printed materials without adaptation.

If you are to accommodate this wide range of learning styles, you will need to provide flexible, individualized instruction. You will need to tailor your use of instructional activities, materials, grouping arrangements, and so on, to the learning styles of your exceptional students. You might think of yourself not as the sole dispenser of knowledge, but as a learning facilitator.

This does not mean, by the way, that you will have to have each of your students doing a different activity, using different materials, at a different pace, in a different sequence. This approach may simply not be practical to implement. What you can do, however, is to get away from the idea that all students must do the same thing at the same time using the same set of materials. You will find, instead, that you can plan and use alternative or supplementary activities and materials to allow students to learn their own best way.

Furthermore, the flexible, individualized instruction you provide will benefit not only your exceptional students, but all students. You will have more than one student who does not read well. All of these students, exceptional or otherwise, might profit from being able to view a slide/tape presentation instead of reading a handout. Likewise, you will have some students who prefer to work alone and others who prefer to work in small groups. Using a variety of grouping patterns can accommodate these varying learning preferences or styles.

Provide Essential First Aid

Exceptional students with physical or sensory impairments may require first aid in your classroom or laboratory. An epileptic student might have a seizure, a diabetic student could go into insulin shock, or a student on crutches might fall. Other incidents could also require that first aid be administered before qualified emergency personnel arrive.

Therefore, your first responsibility is to **become familiar** with the specific nature of any physical impairments or conditions your exceptional students may have. You should learn to recognize the symptoms of an epileptic seizure or insulin shock if you have a student with such a condition in your program. You need to know how the student's specific condition might affect the kind of first aid he or she should receive in a given situation.

The next step is twofold: you need (1) to identify the state and local **laws and regulations** governing the administration of first aid by nonmedical personnel and (2) to acquire—through a Red Cross course, for example—the **first aid training** necessary to deal with emergency situations, within the limits of the laws and regulations.

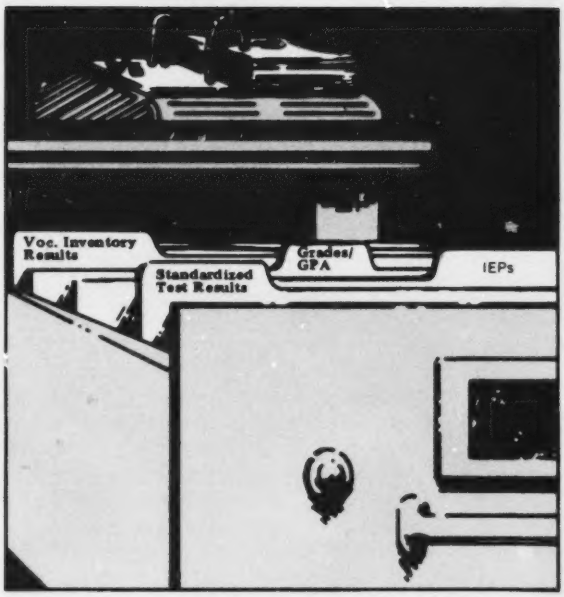
Finally, you need to establish a **procedure** for attending to the first aid needs of students. You will need to know who in your school or institution is professionally qualified and authorized to administer emergency aid—the school nurse, for example. You will also need to know whom to contact (e.g., the local emergency squad, paramedics, ambulances). It would be wise to keep phone numbers for such personnel handy in your classroom or laboratory.

Perform Administrative Tasks

Although you may feel that you already have more than enough to do in every 24-hour day, there may be additional administrative tasks to perform when exceptional students are placed into your vocational program. These tasks could include filling out paperwork, attending planning meetings, or acting as liaison with a community service agency. Such tasks may not bear directly on your classroom instruction, but they do form a part of your total responsibility for serving exceptional students.

The administrative task you will be called on to perform perhaps most frequently is record keeping. Certain exceptional students are required, by law, to have formal Individualized Education Programs (IEPs). The IEP contains the student's specific instructional goals and objectives and is used for recording the student's progress toward them.

1. To gain skill in assisting students in improving their basic skills, you may wish to refer to modules in the M category. Modules M–1 through M–5, which deal with reading, writing, oral communication, and math, may be of particular interest.



In addition, if your school or community receives federal funds to maintain services or facilities for exceptional students, you may be required to document student use of these services or facilities. If you are thorough in documenting students' progress in your program, your records will serve as a basis for meeting any such additional record-keeping requirements for exceptional students. In general, documenting students' progress toward goals and objectives simply allows you to serve exceptional students most efficiently.

You may also need to improve your time management skills, your technical writing skills, or your interpersonal skills. Improving skills in these areas can help you to perform necessary administrative tasks quickly and efficiently, so that you can devote your main effort to your principal responsibility—providing fair and effective instruction to your exceptional students.

Teach Both Your Subject AND Your Students

Some vocational teachers are fond of remarking, "I don't teach a subject—I teach **students!**" Such a remark certainly shows a humane attitude toward students and a teacher's responsibility to serve them. It emphasizes the notion that students are individuals and should be treated as such. Further, it points out that students are, and should be, as important to teachers as their subject matter.

As you provide instruction to your exceptional students, you should always remember that they are individuals—no more, no less. Your exceptional students, just like all your other students, need the knowledge and skills that make up entry-level competency in your vocational area. They may need your wisdom, advice, and motivation as they acquire these skills. Most important, they need to be treated as individuals—each unique, each able to learn, each worthy of your personal attention and consideration, each with his or her own contribution to make.

In spite of this, however, you should not lose sight of the importance of your subject. The occupational knowledge and skills you offer your students are vitally important, as well. They are as important to your exceptional students as they are to you—perhaps more so. You do your exceptional students no favor if you deny this, in word or deed.

It will not help these students, for example, if you cut corners in your subject in order to give them a "break." It wouldn't help a young man in home economics, for instance, for the female teacher or students constantly to do little things for him. Once this student leaves the program, prospective employers will expect him to have the same skills as the female graduates.

Keep Involved on an Ongoing Basis

Finally, in serving exceptional students, you need to stay prepared. You will want, as much as possible, to seek or create opportunities to keep up to date professionally. In addition, as your own experience and expertise in serving exceptional students grow, you will be able to help others do what you have done. You can share your knowledge and skills with others in the teaching profession and in the community.

You might, for instance, want to encourage your school or college, district, or state to offer relevant inservice activities to assist in your further preparation. These activities might include workshops, lectures, mini-classes, presentations, and training sessions. They might be exercises involving sex equity, human relations, cultural awareness, group dynamics, or interpersonal skills. They might be activities simulating handicapping conditions—in which participants, for example, could go around blindfolded, experiencing what it's like not to be able to see.

As part of your ongoing involvement in serving exceptional students, you could also consider supporting and participating in professional organizations concerned with the teaching of exceptional students. This will provide further opportunities for preparation as you take part in the activities sponsored by the organization. Membership can also put you in touch with other professionals who can share their own expertise with you.

You may find it very helpful, as you continue to serve exceptional students, to organize or participate in a teacher support group—an informal group of

teachers who serve or have served exceptional students. This can be another opportunity to get in touch with other concerned professionals with whom to share ideas, solve problems, develop materials, and offer mutual understanding and encouragement. As your own experience and expertise in serving exceptional students increase, you can help others less prepared than yourself.

You might even approach such a support group or professional organization to **create opportunities** for continued preparation. Together, you could plan and carry out activities to share your collective experience and expertise with others. You might apply for grants or write proposals to support your own experimentation and innovation. You could even band together to support the passage of educational legislation affecting exceptional students.

One very important part of staying involved and keeping up to date is to **identify**—on a continual basis—the areas in which you need additional training or information. As the theory and practice of teaching evolve, you will want to be aware of new ideas and techniques related to your own instruction. As the technology of your occupational area develops, you will want to make sure that you are teaching the right knowledge and skills to your exceptional students. As you try out new ideas and techniques, you will need to evaluate whether they have been effective.

You can also use student follow-up data to identify your own need for further preparation. Formal or informal, this data will help you to pinpoint areas in which you need further improvement. It can show you where you are doing your job well—serving exceptional students by preparing them to succeed in the world of work. It can also tell where you need to improve in order to serve exceptional students better.

Review Your Attitudes

We have been saying all along that it is your responsibility to provide fair and effective instruction to your exceptional students. This might be rephrased to say that you should provide your exceptional students with the same opportunity to learn as other students. Yet you may have some attitudes that do not allow you to provide this opportunity. How so?

You may know the answer to this question already. You probably know about self-fulfilling prophecies. You should be aware that, if you **think** a particular student cannot learn and succeed in your vocational program, the student is less likely to do so. Thus, your attitudes toward exceptional students and their chances for success become crucial, if these students are to succeed.

But what do you mean by success—that every student will end up with exactly the same skills and knowledge? Not necessarily. In your vocational program, success means achieving those competencies identified in a student's individual plan as necessary for entry into the occupation of his/her choice. In the world of work, success means obtaining and keeping an entry-level position in the occupation for which the student is trained. For some students, it also means progressing in a chosen career.

Thus, success in your program may be different for two different students if their occupational goals are different. But their ultimate goal is the same—employability in a chosen occupation. It is in these two important areas—in training and on the job—that each student needs to succeed.

Ideally, your attitudes toward exceptional students and their chances for success would all be positive. You would be, first of all, indifferent to their differences. You would hardly notice if your exceptional students were of a different race or culture. Behavior patterns or a life-style unlike your own would not bother you. You wouldn't care whether students spoke your own dialect of English, a different dialect, or a foreign language. Differences in intelligence and mental capacity would affect nothing more than the way you provide instruction. Your students' physical condition, age, sex, and economic status would be nothing more than details in the overall picture. You would be too involved with the whole person to react emotionally to what differences there might be.

Furthermore, you would be completely and rightly confident that you could accommodate these exceptional students' needs and abilities in your instruction. You would understand that physical, intellec-

tual, cultural, and gender differences do not affect the students' chances for success, but only the way you lead students to success. You would believe that your exceptional students can succeed, both in your program and in the world of work.

These two sets of attitudes, about differences and chances for success, would not ignore the obvious. They would not deny the differences, for to do so would be to guarantee failure for your exceptional students. Nor would they predict student success lightheartedly, without the necessary accommodation. But they would see differences and success for what each really is—one, something to be accommodated; the other, something to be attained.

If your attitudes toward exceptional students and their chances for success are accepting, realistic, and optimistic, as described above, you will be able to provide your exceptional students with the essential opportunity to learn. If you accept your exceptional students and believe they can succeed, your instruction can be fair and effective.

However, reality does not always reflect the ideal. Your attitudes may not be accepting, realistic, and optimistic. You may not be comfortable with the difference of an exceptional student. You may be frightened of something you know nothing about—different race, culture, language, body, mind, age, or sex. Perhaps you have never before had close contact with these differences. Perhaps you have had contact with such differences, but that contact has left you with negative feelings.

Furthermore, you may not believe that exceptional students can succeed in your program or the world of work. You may see only obstacles and hindrances to their success. Perhaps you have never seen an exceptional worker in your area. Or, perhaps you have seen such a worker struggling and failing at a task that was truly impossible to perform.

Consequently, you will need to review your attitudes toward exceptional students and their chances for success. For your own purposes, you will want to identify your attitudes to determine if they are appropriate—if they favor success for your exceptional students. Once you have identified your attitudes and are consciously aware of what they are, you can ensure that they do not hinder the success of the exceptional students in your vocational program.

Should you find, after honest self-examination, that your attitudes toward exceptional students and their chances for success are not appropriate, you will need to take action. You will need to take a fresh look at exceptional students and their chances for success. You should keep your mind open, put your attitudes on hold, and allow yourself the time and opportunity to think once more.

In the meantime, while you think once more, there is something you **must** do. Regardless of what attitudes you may have at the moment, you must behave appropriately toward your exceptional students. You must ensure that your **actions** toward them are fair, equitable, and just.

Fair and equitable behavior toward your exceptional students is not only a matter of professionalism in teaching. It is also, in many cases, a legal obligation. Regardless of your personal feelings, you must **act** in a nondiscriminatory fashion toward all students, and specifically toward exceptional students. These students, like all others, have a right to be in your program and a right to learn. Your obligation, then, is to accept them into your program and provide them with the needed opportunity to learn.

Gain Greater Knowledge, Skills, and Experience

As you expand your concept of your professional role and review your attitudes, you may discover certain areas in which you lack knowledge, skills, and experience. You may feel that you do not know enough, or cannot do enough, to serve your exceptional students fairly and effectively at this point.

Your next task, then, is to determine what additional knowledge, skills, and experience you may need. Then, you will need to know how you can go about acquiring this additional knowledge, skill, and experience.

What Knowledge, Skills, and Experience?

You should bear in mind, again, that your concern at this point is simply to **identify** the specific knowledge, skills, and experience that you need to acquire. The information presented in the following sections is not sufficient to prepare you to serve your exceptional students.

General characteristics of exceptional conditions. A logical starting place would be to be sure that you have adequate information on the general characteristics of the different kinds of exceptional students and their conditions. That is, do you know the common group characteristics of the students who have the exceptional conditions we are considering?

For example, you will need to have a general idea of the developmental cycle of the mentally retarded. You may need to know the typical pattern of how such a student grows and develops mentally. Does a mentally retarded student generally mature, emotionally and intellectually, to the same level as other students, but at a slower pace? Or, can mentally retarded students mature only to a certain level, and no further?

You will need to have corresponding information on all the various kinds of exceptionalities. What, for instance, is the life of an economically disadvantaged student really like? What does it mean, in concrete terms, to live at a low socioeconomic level? Likewise, how is the life of a racial or ethnic minority student affected by this minority status? How does minority status affect the student's performance and progress in learning?

On the other hand, what makes a student gifted or talented? Do such students have any common characteristics that show up over and over again? How might these characteristics affect their performance in the classroom or laboratory? Similarly, what is the typical picture of an adult in a retraining program? What things usually present problems to such students? What are their concerns, in general, as they seek retraining?

The same questions would apply to students with limited English proficiency, students enrolled in programs nontraditional for their sex, and students with physical or sensory impairments. What are the identifying characteristics of such conditions? What do these characteristics imply for students' performance and progress in your vocational program?

Factors that may cloud identification. Furthermore, you should have additional information about some common student characteristics that may cloud the issue. Certain typical behavior patterns may sidetrack you as you seek to identify potential exceptional students. If you are not aware of this possibility, you might focus your attention on these behaviors and fail to see the true exceptional condition.

Consider, for example, a student who appears constantly bored and uninterested in the lesson being presented. You could assume that the student is unmotivated or incapable of handling the material. However, this apparent boredom may well stem from the student's ability to absorb information faster than other students—the student may be gifted. However, if you, as an instructor, do not realize this, you will have missed the main point—that the student needs higher-level, more challenging work.

Other students may display inappropriate classroom behaviors as a result of their exceptional conditions or, sometimes, in an effort to hide their exceptional conditions. The student who seems to be a discipline problem may, in fact, have a learning disability, such as dyslexia. A dyslexic student cannot read because the printed letters on a page appear all jumbled and out of order. Such a student may become disruptive when required to read in the classroom or laboratory. The disruption is the student's attempt to conceal the fact that he/she cannot read.

One more example might be a student who sleeps in your classroom or laboratory. On the surface, sleeping in class is a problem in and of itself. There might, however, be an explanation for the behavior that overshadows the behavior itself. The student could, of course, be sleeping simply because he or she is unmotivated, lazy, young, and foolish. On the other hand, the student might be an adult in retraining, with a family to support. He/she might be working full-time in addition to going to school and simply not have time to get enough sleep. This would be the real problem.

Similarly, the student might be economically disadvantaged. He or she may be sound asleep because he or she doesn't eat well enough to stay awake all day. Or, the student may be an undiagnosed diabetic. This disease, if untreated, can cause extreme sleepiness throughout the day. It follows, then, that you

should be aware of these common factors that may cloud the real condition of your exceptional students.

A perspective on general characteristics. As you acquire new knowledge and information about the general characteristics of exceptional conditions and factors that may cloud identification, there is a perspective, or viewpoint, that you should also acquire. It has to do with the shortcomings of using **general** characteristics to identify exceptional students and the danger of stereotyping.

The advantage of using general characteristics is that they form a sort of mental shorthand. Once you know the general characteristics of an economically disadvantaged student, you can be immediately aware of the **kinds** of problems a particular student **might** have in your vocational program. You know how economically disadvantaged students **generally** perform in the classroom or laboratory. This may save you time and trouble—you don't have to reinvent the wheel every time you need one, so to speak.

There is one severe, overriding disadvantage to using general characteristics, however. Not every student, for example, who is gifted will have **all** the general characteristics associated with giftedness. Furthermore, not every student having one or more of the characteristics will be gifted. You never know, for instance, whether a given mentally retarded student has the level of emotional and intellectual development that the general characteristics would lead you to believe. And, you can't be sure that the adult man in retraining who is sound asleep in your classroom was up all night working to support his family. He may have other reasons entirely.

The viewpoint that you need to acquire, then, is that all these general characteristics need to be taken with a large grain of salt. They should be used to pinpoint the **possibility** that a student may have exceptional needs. Further diagnosis is needed to verify that fact. If you just assume that a particular exceptional student has all the usual general characteristics, you run the danger of stereotyping the student. You might be trying to make the student fit into a slot that is not the right size and shape.

So, as you learn about the general characteristics of various exceptional conditions, you should always keep in mind that any individual student may or may not have each of these characteristics. Before you ever act on the basis of general characteristics, you must **always** ensure that they apply to the individual student with whom you are working.

A perspective on differences. In reviewing your attitudes toward exceptional students, you may have determined that you are uncomfortable with their differences. In that case, it may be helpful to you to gain a new perspective on differences.

Assume that you have a student in your program whose left arm was amputated after a serious automobile accident. This difference between the student's physical condition and your own repels you. The thought of the accident, the surgery, the rehabilitation, and the stares of strangers on the street fills you with horror. You can't imagine what it would be like to be so different. Wouldn't life be a constant reminder of this one, cruel, glaring difference?

But why? There must be hundreds of differences that you encounter every day that you don't react to. Are you equally put off by persons of the opposite sex? Are you in horror of people with hair or eyes of a different color? Do you shrink from contact with people who live in different cities? Are you afraid of people of different height or weight?

In all probability, these differences don't put you off. You're accustomed to all these things, just as you're accustomed to people who wear glasses or false teeth or wigs. You may be put off by the amputee, however, because this is a difference to which you are not accustomed. You should consider differences in this perspective—that they are nothing more, nothing less than things you are not accustomed to. They are not aberrations, not irregularities, not embarrassments. They are just something you haven't run into before.

Viewed from this perspective, differences that may have been threatening before can lose their emotional impact. As you learn about different cultures, values, life-styles, and races, you will probably also find that you learn from them. A wheelchair might find its rightful place, along with eyeglasses and false teeth, in the list of ingenious contrivances that help us overcome nature. A gifted student and a mentally retarded student fall easily into place on a continuum of intelligence, just as people who read a little faster or a little slower than you fit on a continuum of reading skills.

For example, you may find that a gifted student knows more about something or has greater skills in certain things than you do. If this is the case, you should not hesitate to learn from the student.

Likewise, students from different racial or ethnic groups, different cultures, or different parts of the world may have a different way of seeing the world and their part in it. You may be able to acquire a greater understanding of people and their lives from such students.

Other exceptional students have things to offer, also. A physically impaired student may be a model of perseverance and fortitude. An adult in retraining may show you patience and wisdom in a difficult situation. A student in a program nontraditional for his/her sex may bring an entirely new outlook to a familiar situation. So, developing a positive perspec-

tive on differences can help you as well as your students.

Evidence of success. You may also discover, in reviewing your attitudes toward exceptional students, that at present you are skeptical about their ability to succeed in your vocational training program and in the world of work. If so, you should take this into account as you plan for the preparation you will need to serve exceptional students. You will need to include in your plan strategies for securing evidence that these students can, in fact, succeed.

Evidence of success can also help you to understand the positive benefits of training exceptional students and placing them in the world of work. It can give you the chance to see that an exceptional worker, bringing home a regular paycheck, can be an independent, self-sustaining, and valuable member of society.

Legislation and guidelines. There are four pieces of federal legislation that affect the placement of exceptional students in vocational education programs, as follows:

- **Title IV of the Civil Rights Act of 1964** prohibits discrimination in vocational education settings on the basis of racial/ethnic origin or limited English proficiency.
- **Title IX of the Education Amendments of 1972** prohibits discrimination in vocational education settings on the basis of sex.
- **The Education of All Handicapped Children Act** (P.L. 94 – 142) states that all handicapped children must be placed in the least restrictive environment possible in vocational education settings.
- **Section 504 of the Rehabilitation Act of 1973** prohibits discrimination on the basis of physical/sensory handicap or mental retardation.

In addition, there may be state or local legislation affecting the placement of exceptional students in your vocational program. Likewise, agencies at the federal, state, or local level may have regulations and guidelines concerning the placement of exceptional students in vocational education.

Your school or institution will have to be especially concerned about such regulations and guidelines if program money is received from government agencies.

Thus, you will need to be familiar with the specifics of these types of legislation and guidelines. You will also want to keep up to date concerning new legislation and guidelines as they appear.

Occupational developments. In order to train your vocational students for the world of work, you must always keep abreast of occupational developments. You must be up to date yourself in order to teach your students the knowledge and skills actually required for entry into the trade as it is practiced today.

Occupational developments can be even more important when you have exceptional students. As the technology of the occupation changes, barriers to the employment of exceptional workers may be reduced or eliminated. With new technology, a sensory or physical handicap may become immaterial. Physical strength may no longer be required for a certain job position. Employers may seek workers who have a different kind of previous experience in order to work with newly installed technology.

Thus, you should be particularly careful to keep up to date with occupational developments, in order to ensure the placement and success of your exceptional students in the world of work. You should always have your finger on the pulse of industry, so that you can both meet the needs of your exceptional students and capitalize on their unique abilities.

Burnout. Finally, you may need to have some information on burnout. Burnout is a condition experienced by workers of many kinds, especially teachers. Usually, burnout begins with a feeling of emotional exhaustion—of having nothing more to give on the job. The worker becomes cynical and calloused toward work and toward the people dealt with at work. Other symptoms may include chronic fatigue, irritability, and a negative attitude toward oneself and work. Finally, the worker often feels that all his/her efforts on the job have been unsuccessful and will continue to be so.

One factor that often leads to burnout is unmet expectations. For example, a worker may begin a job in the expectation of helping people. It may be very important to this person to have the satisfaction of seeing people whose lives are changed for the better

because of his/her help. However, this expectation may be unrealistic. Observable change is rarely immediately forthcoming. Nor do people who have been helped always appreciate that help, or show their appreciation. When this worker realizes that he or she does not **seem** to be truly helping people as anticipated, the worker may become disillusioned, and burnout may set in.

Burnout especially affects workers in helping occupations. Teachers, therapists, social workers, and others work extensively with other people trying to help them in one way or another. As you help your exceptional students gain new occupational knowledge and skills, you may suffer from burnout yourself. Thus, you may need to know how to cope with burnout.

The first strategy for coping with burnout is preventive. You can ensure that the expectations you have about teaching exceptional students are realistic and can be met. You can gain accurate, reliable information about exceptional students. You can acquire evidence that they can succeed, with a certain amount of time and effort on your part. This accurate understanding on your part will allow your expectations to be realistic.

You can use other strategies to relieve burnout if it has already set in. Many psychologists say that the best thing to do is to vary your routine in order to restore some healthy self-centeredness. This can help you overcome the feeling that you have given of yourself until you have nothing left to give.

This break in routine could be a vacation from work, a trip, or a new interest—perhaps a new hobby. Of course, you may not be able to make such a major break in your own situation. In that case, you should simply be sure that you spend some time every day doing something you truly enjoy. You can certainly allow yourself some small luxury.

You might, for instance, set aside a half hour every day after work for yourself. You could go window shopping or head for the tennis courts. You might luxuriate in a hot bath or settle into your armchair with a favorite magazine. You could get together with friends or tinker with your car—anything you enjoy just for yourself because **you** deserve it.

Finally, you can develop the habit of persisting in the face of apparent failure. You can persevere even if things don't seem to be working out today. You may already have this habit. You may already be aware that sometimes it is necessary, in teaching, to do it once, do it twice, and then do it over again. Some of your exceptional students may need this variety of repetition and reinforcement as they acquire new knowledge and skills. So, your ability to persist in teaching, as students learn, may be of great benefit to both you and them.

How to Gain Knowledge, Skills, and Experience

Now, you probably have some idea of the kinds of knowledge, skills, and experience that you may need as you prepare to serve exceptional students. How can you go about obtaining this greater experience? You can do so by consulting reliable resources, observing firsthand, and interacting with people who have exceptional needs.

Consult reliable resouces. A good way to start gaining greater experience is to consult reliable resouces. Resources with accurate, up-to-date information about exceptional persons and their conditions may be all around you. You can begin to tap these resources to expand your knowledge about exceptional students.

Perhaps the first reliable resource you might consider is the **library**. The library in your school, college, or community may contain many kinds of books

about exceptional persons and their conditions. You might, for example, find biographies of historical figures who share the characteristics of your exceptional students—Thomas Edison was deaf, Franklin Roosevelt was confined to a wheelchair, and Albert Einstein was certainly gifted.

You might also find many books at your library on the general characteristics of your exceptional students. You can read about the physical condition of physically impaired students, the life-style of an ethnic minority student, or the intellectual development of mentally retarded students. These books might be technical in nature (e.g., textbooks, case studies, dissertations) or very popular in their appeal (memoirs of an exceptional person, the parents of an exceptional child, or a professional serving exceptional persons, for example). You may find much of great value in understanding the general characteristics of exceptional conditions.

At the library, you should also find professional journals and periodicals. Many journals and periodicals deal with the problems and concerns of exceptional persons. You might find articles written by

medical specialists, counselors, teachers, teacher educators, or other concerned professionals about the needs and abilities of exceptional students. You can read how others meet these needs. You may find evidence of exceptional students succeeding in vocational programs and in the world of work.

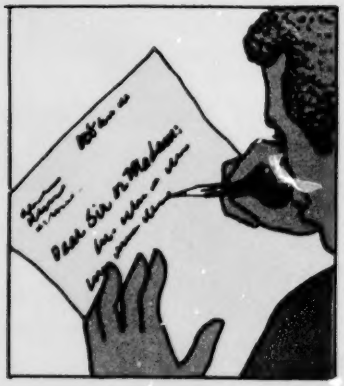
And don't overlook the media resources your library may contain. The library may have films, filmstrips, slides, or videotapes that deal with exceptional persons and their general characteristics. You may find references to such media resources as you read books, journals, and periodicals.

Also, as you use the library, don't ignore the possibility of having the library acquire a specific resource that they don't already have. Speak to the librarian if you can't find a reference you are looking for. The library may be able to buy it or borrow it for you from another library or system with which they cooperate. Or, they may be able to refer you to another library to obtain the reference yourself. The local librarian can tell you the possibilities in each case.

As you consult the resources available at your library, you will read about **groups and organizations** that deal with the problems and concerns of exceptional persons. These might be community organizations, such as the National Association for the Advancement of Colored People (NAACP), the National Association for Retarded Citizens, or the National Organization for Women (NOW). You might also find references to educational organizations concerned with teaching exceptional students—for example, the National Clearinghouse for Bilingual Education or the National Indian Training and Research Center.

Organizations such as these can be a valuable resource to you. They often publish journals and periodicals. They provide the opportunity for concerned professionals to share their experiences and profit from the experiences of others. They may present activities—workshops, lectures, presentations—to convey accurate, reliable information about exceptional persons and their conditions. You might consider joining one or more such groups, so that you can share the expertise they have to offer.

There are **public or government agencies** that can also serve as a resource to you. Many such agencies address the problems and concerns of exceptional persons. You could contact agencies serving the interests of your exceptional students to obtain information on students and their needs in vocational education. Examples of such agencies are the Council for Exceptional Children (for handicapped students), the Asia Resource Center (for Asian-American students), and the Dissemination Assessment Center for Bilingual Education (for bilingual students and those with limited English proficiency).



Sample 1 lists some of the organizations and agencies that you might want to consult in preparing to serve exceptional students. You should, first of all, contact those that might serve the concerns of your own exceptional students. You can inquire about what specific services they offer—information, materials, support services—and how to gain access to them. The sample does not include all such groups. It is meant simply to suggest what types of resources may be available. You should also try to identify local or regional organizations that act in the same capacity.

Finally, you should be able to obtain information about the general characteristics of your exceptional students through the **media**. You can, for example, find articles in newspapers or magazines that deal with exceptional persons and their conditions. Frequently, there are programs on television (especially public broadcasting channels) or radio on the same topics. There may also be movies showing locally that treat exceptional persons, their lives, and their conditions.

Your **school or college** may also offer activities to assist professional staff in preparing to serve exceptional students. You should participate in these activities as much as possible. If no such activities are offered, you should urge your institution to begin providing them. You could also consider enrolling for further course work at a local college or university.

Finally, you can consult **other people** who have firsthand experience in serving exceptional students. Your school or college will probably have many such specialists. They might be other vocational teachers who have, or have had, exceptional students in their programs. You could talk with a special education teacher, a foreign language teacher, or a remedial reading specialist. You could consult the school nurse, psychologist, or guidance counselor. Your community may have even more—rehabilitation workers, interpreters, social workers, physical therapists, sex equity coordinators, adult education specialists—the list is almost endless.

SAMPLE 1

AGENCIES AND ORGANIZATIONS SERVING EXCEPTIONAL STUDENTS

Vocational Education and Exceptional Students in General

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

U.S. Department of Education
Office of Vocational and Adult Education
Seventh and "D" Streets, S.W.
Washington, DC 20202

Mentally or Physically Handicapped

Alexander Graham Bell Association for the Deaf
3417 Volta Place, N.W.
Washington, DC 20007

American Association on Mental Deficiency
5201 Connecticut Avenue, N.W.
Washington, DC 20015

American Printing House for the Blind
1839 Frankfort Avenue
Louisville, KY 40206

The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

ERIC Clearinghouse for Handicapped and Gifted Children
1920 Association Drive
Reston, VA 22091

Junior National Association of the Deaf
Gallaudet College
Florida Avenue at 7th Street, N.E.
Washington, DC 20002

National Association for Retarded Citizens
2709 Avenue "E"
Arlington, TX 76011

National Center on Employment of the Handicapped
Human Resources Center
Albertson, NY 11507

President's Committee on Employment of the Handicapped
1111 Twentieth Street, N.W.
Washington, DC 20210

Science for the Visually Handicapped
919 Walnut Street, Eighth Floor
Philadelphia, PA 19107

U.S. Department of Education
Office of Special Education and Rehabilitation Services
Seventh and "D" Streets, S.W.
Washington, DC 20202

Students Enrolled for Retraining

American Association of Community and Junior Colleges
National Center for Higher Education
One Dupont Circle, N.W.
Washington, DC 20036

National Council on Aging
1828 "L" Street, N.W.
Washington, DC 20036

Gifted and Talented Students

The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

ERIC Clearinghouse for Handicapped and Gifted Children
1920 Association Drive
Reston, VA 22091

Students with Limited English Proficiency

National Clearinghouse for Bilingual Education
1500 Wilson Boulevard, Suite 802
Rosslyn, VA 22209

U.S. Department of Education
Office of Bilingual Education and Minority Language Affairs
400 Maryland Avenue, S.W.
Washington, DC 20202

Students Enrolled in Programs Nontraditional for Their Sex

The Resource Center on Sex Equity
Council of Chief State School Officers
400 North Capitol Street, N.W.
Washington, DC 20001

Rj Associates, Inc.
1018 Wilson Boulevard
Arlington, VA 22209

U.S. Department of Education
Office of Equal Opportunity
400 Maryland Avenue, S.W.
Washington, DC 20202

Women's Educational Equity Act Dissemination Center
Education Development Center (EDC)
55 Chapel Street
Newton, MA 02160

Women on Words and Images
P.O. Box 2163
Princeton, NJ 08540

Racial/Ethnic Minority Students

Asian American Studies Center
Box 24A43
Los Angeles, CA

Bureau of Indian Affairs
Office of Indian Education Programs
Indian Education Resource Center
Box 1788
Albuquerque, NM 87103

Center for Latin American Studies
319 Grinter Hall
University of Florida
Gainesville, FL 32611

Chicano Studies Center
University of California
405 Hilgard Avenue
Los Angeles, CA 90024

Indian Studies Center
1817 E. Baltimore Street
Baltimore, MD 21231

Migrant Educational Development Center
800 Brazos
Austin, TX 78701

National Association for the Advancement of Black Americans in Vocational Education
218 Lane Hall
Blacksburg, VA 24061

National Indian Training and Research Center
2121 S. Mill Avenue, Suite 204
Tempe, AZ 85212

Opportunities Industrialization Centers of America
Green and Coulter Streets
Philadelphia, PA 19144

Puerto Rican Research and Resource Center
1529 Connecticut Avenue, N.W.
Washington, DC 20036

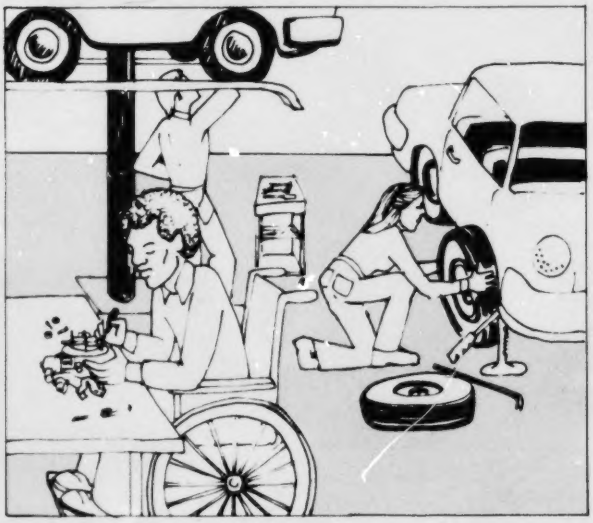
U.S. Department of Education
Office of Equal Opportunity
400 Maryland Avenue, S.W.
Washington, DC 20202

Urban League
53 E. Fifty-second Street
New York, NY 10022

Economically Disadvantaged Students

Appalachia Educational Laboratory
P.O. Box 1348
Charleston, WV 25325

Observe firsthand. Another way of gaining greater experience with exceptional workers and students is to observe them, firsthand, being successful in what they are doing. To gain this evidence of success, you can identify vocational programs in your school or community in which exceptional students are enrolled. You can visit these programs yourself. You can watch a student in a wheelchair operate a modified lathe, or a young woman overhaul brakes, or an Hispanic student preside over the meeting of a vocational student organization.



You can also observe exceptional persons who are successfully employed. You can compare the exceptional worker's job performance with that of his or her peers on the job. Through such experiences, you will have the chance to see that exceptional workers, like exceptional students, can perform successfully.

Observing exceptional workers and students firsthand may also enable you to gain perspective on general characteristics. As you observe exceptional students and workers, you may be able to see how one individual has some of the "expected" characteristics but not others. You can see that each individual is unique and should be examined on his or her own merits.

Finally, as you observe you may be able to gain a new perspective on differences. You will have the opportunity to observe exceptional persons as whole persons, human beings with feelings just like everyone else. You can use this opportunity to ensure that your view of exceptional students includes an entire human being in every case. You can help yourself see the person inside every student because you can see past the difference.

If you can see the whole person inside your exceptional student, you will have the chance to understand that this person has interests and feelings, goals and fears, likes and dislikes just like your own. You can add to your experience the sure knowledge that the "difference" in an exceptional student is only one of a long list of qualities describing the student—qualities that perhaps describe you.

Interact. A final and, possibly, best way to gain experience with exceptional persons is to interact with them. You have already sought needed information from reliable resources. You have observed the success of exceptional students and workers. You have had the chance to understand that a particular exceptional characteristic is only one small part of a whole person.

You have, thus, added a great deal of new information and perspective to your experience with exceptional students. You can now add further to this experience by interacting with exceptional persons—whether your students or other people who share the characteristics that make them exceptional. You should interact with them in the same way that you interact with all other people. Ideally, you treat all

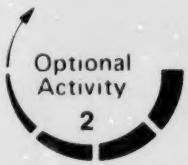
people—including your students—as individuals, each of them good at some things and not at others. But you do not let a single quality in the person block your view of the person as a whole. Your approach to exceptional persons should be the same.

When you interact with exceptional students in this way, you will have the chance to see that they learn by building on their good points and overcoming their weak points—just as all students do. As you help exceptional students build on good points and overcome weak points, you can see that they are learning and succeeding in your vocational program—just as all students can. You will know that they can leave your vocational program with all the knowledge and skills they will need for the world of work—just as all students can.

Perhaps the best strategy for interacting with exceptional persons is to simply sit down and chat with them and get to know them. There may be exceptional persons in your place of worship, your neighborhood, an organization you belong to, or the restaurant where you have lunch every Monday. There may be a lounge in your school or college where exceptional students congregate on their breaks. You can take the opportunity to make their acquaintance, get to know them, and see them as people.

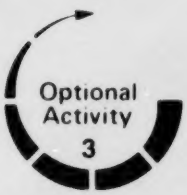
You could also make an effort to interact with the family and community of your exceptional students. You might plan to visit your exceptional students' homes in order to get to know their families and home surroundings. You might participate in community events. Perhaps one of your Hispanic students lives in a neighborhood that has an Hispanic Awareness Week; you could attend some of the activities. You can get to know your students by getting to know the people that live around them.

Thus, you are giving yourself one more opportunity to acquire a perspective on differences and evidence of success. You create the opportunity to see that an exceptional student is a real, whole person, with certain characteristics and certain differences, but capable of success all the same.



The material in the information sheet is general in nature, treating all exceptional students together. For more specific information on individual groups and strategies for serving them, you may wish to consult the supplementary reference, Wall, *Vocational Education for Special Groups*. This reference is targeted specifically to vocational education. Section 1 examines how vocational education can help the special groups. Section 2 focuses on individual groups and their characteristics. Section 3 presents specific strategies to be used.

You may also wish to read the supplementary reference, Gliedman and Roth, "The Unexpected Minority," *The New Republic*. This article treats the kinds of emotional reactions we might have to someone with a physical handicap, and how these reactions can affect even the handicapped person's own perception of him/herself. The treatment in this article of the perceptions of and reactions to handicaps is thought-provoking.



To gain greater awareness of the exceptional needs of your students, you may wish to participate in activities simulating handicapping conditions. For example, you might confine yourself to a wheelchair or blindfold yourself for a day and try to get around in your school or college. This kind of experience could help you understand the barriers encountered by physically or visually handicapped students. Or you might use commercial materials for the same purpose, such as Martin and Cashdollar, *Kids Come in Special Flavors Workshop Kit*. This kit provides participatory activities focusing on five handicaps: learning disabilities, hearing impairments, mental retardation, visual impairments, and orthopedic disabilities.

The following case studies describe how six vocational teachers prepared to serve their exceptional students. Read each case study and then **critique in writing** the teacher's performance, explaining (1) the appropriateness of the teacher's attitudes toward exceptional students and his/her role in serving them and (2) what the teacher should do to prepare to serve exceptional students.

CASE STUDIES

Case Study 1:

"This flexible, individualized instruction they're talking about is really fascinating," said Mr. Lebeau. He and Ms. Hall were taking a break from the staff development seminar on accommodating exceptional students in vocational education. "It looks like it won't be that much trouble. In fact, a lot of my other students can use some of the same stuff. The only thing is—well, I met the kid they're going to put in my program next term. He seems nice enough. **But** one of the counselors better talk to him soon. I don't think he takes a shower very often."

Case Study 2:

Ms. Kimball and Mr. Karam were having coffee in the teachers' lounge. It was their lunch period on the first day of the fall term. Each of them had had exceptional students placed in their programs for the first time. They had both been preparing over the summer to serve these students.

"I'm certainly glad the term has finally started," said Ms. Kimball. "After reading all those books and articles, going to seminars, joining organizations, and reviewing my attitudes, I'm really ready to get started teaching these exceptional students. Now that we're finished preparing, we can get down to that."

Case Study 3:

Mrs. Manxmann looked up from the newspaper. "Say, dear, here's an interesting article. It says that they're going to start placing exceptional students in vocational programs at your school next year. Have you heard anything about that?"

"Yes," Mr. Manxmann replied. "The counselor told me Friday that I might get some of them for next fall. I just hope that they don't give me some kid who can't do the heavy lifting in my program—much less all the reading my kids have to do. Those specification sheets we teach the kids to use can be pretty tricky reading."

Case Study 4:

Annette Milano looked up with a start as her classroom door opened. In walked May Feeney, a good friend of hers on the teaching staff. "Oh, May! Thank heavens it's you! I was just about to throw out some of these forms, and you scared me half to death!"

"What forms, Annette?"

"Oh, a bunch of stuff I was supposed to fill out on that mentally retarded student I have this term. They were just pages and pages long, and I couldn't understand half of the questions, and there was practically no room to write the answers. So I wrote this instead —it's a summary of the student's progress so far. It covers everything we've done, and I think it does a better job than those forms anyway. I'll just staple it to the back of this first one and let them figure it out."

Case Study 5:

Sitting in the counselor's office, Mr. Hinton was getting a little agitated. The counselor was offering some suggestions on how Mr. Hinton could go about preparing for the two gifted students who were enrolling in his vocational program for the coming term.

"Okay, so I can see the point of a lot of what you're saying. But this individualized instruction business—well, I'm sorry, but that just sticks in my craw. If these two kids are that smart, I don't see any reason why I have to change my lesson plans for them. They should be able to do just fine as things are now.

"And another thing—what could I possibly learn from them? I've been in this field for 24 years now. I started out as an apprentice and worked my way up to crew foreman. And believe me, I had to scrap the whole way! I don't see what I'm supposed to pick up from these two kids who are still wet behind the ears!"

Case Study 6:

"Drat!" snapped Mrs. Salazar, bending over to pick up the brochure she had just dropped. She had been distracted all day, it seemed. She had just found out that morning that she would have a new student in her program next week—a blind girl transferring in from across town.

Mrs. Salazar settled back with the brochure again. It announced seminars and lectures on serving exceptional students. She kept seeing interesting topics, but every time she tried to focus on one, all she could think of was that blind girl.

She had seen a blind man on the street once. She wondered whether the girl would roll her eyes and blink and seem to stare right through her the way that man had. She remembered the strange feeling she had, looking at that man, wondering what it would be like. She shook her head to clear her thoughts.

"Now, where did I see that seminar on . . . ?"

Compare your written critiques of the teachers' performance with the model critiques given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL CRITIQUES

Case Study 1:

All in all, Mr. Lebeau seems to have acquired some good information on the need for providing flexible, individualized instruction for his future exceptional students. He has apparently realized that the results of this kind of instruction will benefit many of his other students, as well as exceptional students. It is good that he has come to this understanding, as it helps to put serving exceptional students into its proper perspective.

However, Mr. Lebeau seems to have missed one other point. His staff development seminar should have pointed out that one of the responsibilities of a teacher serving exceptional students is to serve in a counseling role. It is possible that the student he referred to may need intensive, professional counseling. On the other hand, Mr. Lebeau could also offer personal hygiene counseling to the student in his classroom or laboratory and should recognize his responsibility to do so.

Mr. Lebeau needs to understand that there may be much he can and should do to help his exceptional students overcome specific problem behaviors as they occur during instruction. Although he doesn't need to become a trained counselor himself, he does need to help his exceptional students become employable, whether that might require a little on-the-spot counseling or not. Let's hope that the teacher's responsibility to serve in a counseling role is the first topic covered in the seminar after the break.

Case Study 2:

We should probably, first of all, tip our hats to both Ms. Kimball and Mr. Karam. It appears that each of them has put time and effort into preparing to serve the exceptional students in their programs this term. It sounds as though they have spent the summer gaining a great deal of experience, in order to be ready for their new charges.

Furthermore, Ms. Kimball's attitude—she seems quite ready to get down to business—is praiseworthy. If she maintains this enthusiasm and motivation, her students will, no doubt, be well served by her instruction.

Unfortunately, though, Ms. Kimball does seem to have missed one major point in preparing to serve her exceptional students—the need to keep preparing on an ongoing basis. She may be perfectly well prepared to **begin** instructing the specific students she has this term. But she might well discover, later in the term, that she had not prepared to deal with everything, no matter how thorough or conscientious she was over the summer.

In addition, what if she has other exceptional students later? Is she really prepared to serve them, too, with their possibly different needs and abilities? And what about new developments in teaching exceptional students or technological developments in her specialty area? And finally, might she not share her own experience and expertise with other teachers who are preparing to serve their exceptional students?

Overall, Ms. Kimball appears to be off to a good start. Her positive attitude and motivation will be of enormous value to her and her exceptional students. If she can just remind herself that the need for preparation is ongoing, and does not end once an exceptional student appears in class, she will probably be successful in her efforts to serve her exceptional students.

Case Study 3:

Poor Mr. Manxmann! Try though we might, it is difficult to find anything good to say about what he has done here. We can't tell whether he has done any preparation or not yet, but he certainly seems to need some. Judging from his remarks, there are two logical places for him to start preparing.

First, he needs to be aware of his own responsibility for providing input into placement decisions. While he will not be expected to take control of the placement process in his school, he should be ready to help decision makers make an appropriate decision. If there are specific physical requirements in his program—e.g., heavy lifting—decision makers should be aware of this. They may not have enough experience in his occupational specialty to know

about this kind of thing. Mr. Manxmann is the logical person to tell them. If he gets an exceptional student who cannot do heavy lifting, he has only himself to blame.

Mr. Manxmann also needs to become aware of and accept his own responsibility for helping exceptional students to improve their basic skills. If those specification sheets are tricky to read, Mr. Manxmann will need to do his share to help students so that they can read them, if necessary. This is part of Mr. Manxmann's overall responsibility for preparing exceptional students for employability. If they will need to read on the job, he needs to help them become able to do so, within reason.

Case Study 4:

It is possible to infer that Annette Milano has done some serious preparation to serve her exceptional student. She claims to have put in a lot of work preparing lessons for the student. Furthermore, the student seems to be doing fine. However, Ms. Milano does seem to have one major problem in her approach to serving this exceptional student.

That problem is her attitude toward doing the paperwork that has accompanied the placement of this student into her program. We don't know exactly what the forms were for, but we might fairly assume that someone thought they were essential. They may have called for documentation of the services provided to exceptional students—documentation required by a federal agency providing funding for these services, for example.

Ms. Milano's problem seems to be simply that she doesn't have the time to perform these additional administrative tasks. Perhaps a solution to the problem would be for Ms. Milano to improve her time management skills or her technical writing skills. In this way, the time she needs to spend performing administrative tasks can be minimized. The fact remains, however, that Ms. Milano needs first to accept her responsibility in this area. She can then learn how to fulfill this responsibility more quickly and efficiently, so that she can get to the job of providing instruction.

Case Study 5:

Mr. Hinton apparently has two serious problems, neither of which he is even aware of. First, he needs to know about his responsibilities toward his exceptional students. Second, he needs to accept those responsibilities.

The first responsibility is to provide flexible, individualized instruction for his exceptional students. Traditional group activities and materials may not meet the varied needs of his exceptional students. In order to meet those needs, he will have to tailor his instruction to ensure that it fits each of his exceptional students. Each unique set of needs and abilities can then be accommodated.

The second responsibility is to gain a more positive perspective on exceptional students. This might very well involve recognizing that he can learn from his students. There is no way to know, at this point, what Mr. Hinton might learn from his two gifted students. However, it is not difficult to imagine that these two students could bring a fresh problem-solving approach to Mr. Hinton's area. Whether this eventually happens or not, however, Mr. Hinton needs to accept his responsibility for developing the kind of positive attitude that will encourage the students' success in his classroom.

Case Study 6:

Mrs. Salazar seems to have one good point in her favor—she is concerned. She has spent all day preoccupied with the prospect of having a blind student in class. It wouldn't be off the mark to assume that she is interested in finding out how to serve her exceptional student. That interest and concern may help her, ultimately, to serve her blind student fairly and well.

In the meantime, however, she has one serious problem. Her attitude about this girl's blindness is, unfortunately, detrimental. Whenever she thinks about having this student in her program, all she sees is the girl's blindness. She is fixated on this one quality of her exceptional student.

Mrs. Salazar apparently feels uncomfortable at the thought of being blind. This is, probably, because she has had little meaningful contact with a blind person. The blind man on the street may have been the only blind person she has ever seen. She needs to acquire a new perspective on this difference.

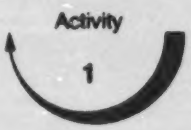
Mrs. Salazar should try to acquire the perspective that this difference is something she can learn about. She can become comfortable with the fact that this student cannot see. She can understand that the girl's blindness is only one part of a whole person—a person who may, in many respects, be just like Mrs. Salazar. If Mrs. Salazar can acquire this more realistic perspective about her student's blindness, she will be more able to serve the student's needs and abilities.

Level of Performance: Your written critiques of the teachers' performance should have covered the same **major** points as the model critiques. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Serving Students with Exceptional Needs, pp. 6–21, or check with your resource person if necessary.

Learning Experience II

OVERVIEW

After completing an initial inventory of your attitudes concerning exceptional students, develop a plan to gain the greater experience you need to serve these students.



You will be completing the Attitude Inventory, pp. 29–30.

You will be examining your attitudes concerning exceptional students by comparing your completed Attitude Inventory with the Inventory Analysis, pp. 31–33.

You will be using the Planning Worksheet, pp. 35–36, to develop a plan to gain the greater knowledge, skills, and experience you need to serve exceptional students, as indicated by the results of your inventory.

You will be evaluating your competency in developing a plan to gain the greater knowledge, skills, and experience you need to serve exceptional students, using the Planning Worksheet Checklist, p. 37.

NOTES

Before you can plan what you need to do to prepare to serve exceptional students, it is helpful to review your current attitudes. As an aid in reviewing your attitudes toward exceptional students and your role in serving them, complete the inventory below. Read each of the statements in the inventory and then circle the T or F to the left of each statement to indicate whether, in your opinion, the statement is true (T) or false (F). It is very important that you be honest in completing the inventory. No one but you will see your responses. Your answers should reflect what you really feel rather than what you may know to be "correct."

ATTITUDE INVENTORY

T F 1. A visually impaired student in a business and office education program would need to have all materials in braille.
T F 2. A gifted student in architectural drafting would need a greater volume of work to occupy time.
T F 3. When exceptional students enroll in your program, you should not drop your administrative duties in order to concentrate on providing instruction.
T F 4. An Oriental-American student is usually most suited to enroll in the distributive education program.
T F 5. An older woman enrolled in health care occupations for retraining might be the least self-assured student in the whole program.
T F 6. Students with limited English proficiency generally learn best the same way.
T F 7. A mentally retarded student could not be enrolled in an auto repair program because he/she could not understand the various concepts involved in internal combustion engines.
T F 8. An Hispanic student with limited English proficiency would not necessarily need a bilingual teacher in carpentry and building trades.
T F 9. A mentally retarded student usually has behavior problems so severe that only a trained counselor can help.
T F 10. An economically disadvantaged student would naturally have high motivation to succeed in any vocational program.
T F 11. Posters in your vocational laboratory should never portray blacks in menial positions.
T F 12. Changing on-the-job technology may affect your instruction of exceptional students.
T F 13. Male students enrolled in health occupations programs will usually advance faster than female students.
T F 14. Mentally retarded students require constant, close supervision throughout training because they cannot learn responsibility.
T F 15. You should be concerned about the reading problems of your exceptional students.
T F 16. It is unlikely that a paraplegic student in a wheelchair would have the same personal problems as an economically disadvantaged student.
T F 17. American Indian students may have difficulty learning English because their native language does not have the same level of sophistication as does English.
T F 18. It is your responsibility to know the symptoms of insulin shock if you have a diabetic student enrolled in your program.
T F 19. Black students usually do not use eye contact in the classroom or laboratory.
T F 20. An older person in a retraining program is more likely than other students to respect your role as teacher.
T F 21. What program a physically handicapped student enters is up to the student and the guidance counselor.
T F 22. A young woman enrolled in auto mechanics should have to do the same heavy lifting as the young men in the program.
T F 23. A common problem with gifted and talented students is that they think they are smarter than their instructors.
T F 24. Whether or not a mentally retarded student in your program gets a job reflects on the quality of training you provided that student.
T F 25. An economically disadvantaged student might need help to understand the need for career planning skills.

T F 26. Minimum industry performance standards should not be lowered to allow mentally retarded students to succeed in trade and industrial programs.

T F 27. If a disadvantaged student doesn't have all the math skills needed in your occupational specialty, you can teach additional technical content to compensate.

T F 28. A polio victim's limited endurance would prevent him/her from using machines that require prolonged standing.

T F 29. Students with limited English proficiency should not be allowed into your vocational laboratory until their English improves enough for them to read safety signs.

T F 30. As a vocational teacher, you should contribute to decisions about the placement of exceptional students into your program.

T F 31. It doesn't matter how you relate to your exceptional students personally, as long as you teach them the knowledge and skills they need.

T F 32. There is much that you can do in your vocational classroom or laboratory to help economically disadvantaged students with their real learning problems.

T F 33. Lack of discipline is the basic problem with gifted and talented students.

T F 34. It is usually unnecessary to convince older students in retraining programs that there are new ways to do things.

T F 35. A young woman who not has spent her childhood in the garage under the hood of a car can still catch up with the young men in auto mechanics.

T F 36. There are things that you, as a vocational teacher, can do to help a nontraditional student with low self-esteem.

T F 37. A displaced homemaker suffers the disadvantage of not having transferable skills for success in the world of work.

T F 38. Gifted and talented students should be required to work independently.

Compare your completed attitude inventory with the discussions of the inventory statements provided in the analysis given below. These discussions present the facts concerning each statement. By comparing your responses with the facts, you can begin to identify areas in which further preparation is needed.

INVENTORY ANALYSIS

1. FALSE: **Some** visually impaired students can read printed materials with the aid of magnifiers or other equipment. Furthermore, even if the student cannot see at all, materials other than braille could also be used—audiotapes of printed materials, for example.

2. FALSE: A gifted student, in whatever program, does not need just a greater **volume** of work. The student may need higher-level, more challenging work, and perhaps more of it. Furthermore, a gifted student is not necessarily gifted in all areas and may sometimes need as much help as any student.

3. TRUE: You cannot drop administrative duties just because exceptional students enroll in your program. In fact, you may have to perform **additional** administrative tasks. It is best if you learn to perform these tasks quickly and efficiently in order to concentrate on providing instruction.

4. FALSE: Any given Oriental-American student **might** be most suited to enroll in distributive education but, then again, might not. The placement of a student should always depend on that student's individual interests and goals.

5. TRUE: An adult in retraining often **lacks** self-assurance. Many such adults feel very insecure because they have been away from school and formal learning for many years.

6. FALSE: There is **nothing** about students with limited English proficiency that would lead to the conclusion that they all learn best the same way. You should determine each student's learning style individually and provide flexible, individualized instruction to accommodate that style.

7. FALSE: A mentally retarded student might very well be enrolled in an auto repair program and learn to perform the vocational skills by using a hands-on approach. Furthermore, the student's long-range instructional goal may not include all the competencies normally covered in the program--the student might be training to be an auto body helper, for example.

8. TRUE: There are many ways of meeting the needs of a student with limited English proficiency besides bilingual instruction. You might use bilingual materials, bilingual peers or classroom aides, and so on. Few such students speak so little English as to require a bilingual teacher.

9. FALSE: This remark is the worst kind of stereotype—some mentally retarded students have behavior problems, some don't. Each student is an **individual**. Even if the student does have behavior problems, it is part of your responsibility to serve in a counseling role, within reason, when such behavior problems occur.

10. FALSE: An economically disadvantaged student could just as easily have **low** motivation—the student may never have seen the benefits of work. "Naturally," however, implies a stereotype, which may or may not hold in any given case.

11. FALSE: Posters **may** portray blacks in menial positions—as long as they portray blacks in prestigious, high-paying positions as well, and people of other races in both high- and low-paying positions too.

12. TRUE: Changing technology can have a significant effect on your instruction. As technology develops, new openings may occur for exceptional students in the world of work. In addition, you always need to ensure that the knowledge and skills you teach your exceptional students are up to date.

13. FALSE: Pure stereotype! There is **no** reason to assume that men will advance faster than women in any program, least of all a program in which men have traditionally had less interest and experience than women.

14. FALSE: Mentally retarded students can **often** learn responsibility if they are given the opportunity. To assume otherwise without having tried is to avoid your responsibility to teach both your subject **and** your students.

15. TRUE: Exceptional students need to be concerned about their reading skills if they will need to read on the job. And, if these students will need to read on the job, **you** should be concerned about their reading skills, too.

16. FALSE: Paraplegic students in wheelchairs are really just ordinary people, just like other students. They may have **exactly** the same personal problems.

17. FALSE: American Indian languages are just as sophisticated as English. They are simply different. Anyone can have difficulty learning a foreign language.

18. TRUE: You should ensure that you know the symptoms of insulin shock. You should also know what to do until emergency personnel arrive on the scene. This is part of your responsibility to provide for essential first aid.

19. FALSE: Black students use eye contact perfectly well. Different racial or ethnic groups may use eye contact in different ways than white middle-class Americans. You may want to teach your black students—and your white students as well—how others use eye contact so that everyone understands others, but you must be aware that everyone uses it already.

20. TRUE: An adult in retraining is more likely to respect your role. This adult probably went to school at a time when teacher-student relations were much more formal than they are today. This student may, if anything, have more difficulty adjusting to today's informal teaching style.

21. FALSE: What program any student enters is governed by that student's interests and goals. You do, however, have a responsibility to provide input into the placement decision, because you are most likely to be familiar with the requirements of the area.

22. TRUE: This student needs the opportunity to develop the physical strength necessary to do the heavy lifting required in the occupational specialty. It wouldn't be helpful **at all** to have the young men help the young woman with heavy lifting.

23. FALSE: The problem may be that the gifted and talented really are smarter than their instructors, and that their instructors need to recognize that they can learn from their students, instead of always the other way around.

24. TRUE: When a student fails to get a job, it certainly reflects on the quality of training you provided that student. In fact, as part of your responsibility to keep involved in ongoing preparation, you should use student follow-up data to identify your own need for improvement.

25. TRUE: While an economically disadvantaged student might be well aware of the benefits of career planning, he/she might also not. Such a student may never have seen anyone get ahead or even realized that it is possible.

26. TRUE: The level of skill students need in performing any task is **always** determined by minimum industry performance standards. A mentally retarded student may learn to perform **fewer tasks**, but he/she can only succeed by performing those tasks at the usual level of skill.

27. FALSE: You cannot compensate for the lack of needed math skills by focusing on other areas instead. It is your responsibility to help students to develop the basic skills they will need on the job, whether the student is disadvantaged or not.

28. FALSE: Limited endurance might prevent prolonged standing. But, there being more than one way to skin a cat, a polio victim might still use the machine with modifications. The machine might be lowered so that the student could sit at it. Or, perhaps the student could sit on a tall stool while using the machine.

29. FALSE: If a student cannot read your posted safety signs, the solution is not to exclude the student from the laboratory. It is, rather, to supply safety signs or devices that the student can read—in the student's native language, for example.

30. TRUE: Your role, as a vocational teacher, is to provide advice when appropriate to those making placement decisions. The student has the right to enroll, if at all possible, in the program of his/her choice.

31. FALSE: How you relate to your exceptional students matters a great deal, perhaps more than anything else. It is essential that you understand that each exceptional student is an individual and a whole person.

32. TRUE: You can sometimes work miracles in helping economically disadvantaged students by providing flexible, individualized instruction.

33. FALSE: Some gifted and talented students **may** have discipline problems. Usually, however, discipline is not the basic problem. Rather, it is a result of the basic problem that the student is bored and needs higher-level, more challenging work—i.e., flexible, individualized instruction.

34. TRUE: Adults in retraining are usually more than willing to learn new ways. That is, after all, why they have enrolled in a retraining program. It is also important for you to recognize that an adult in retraining might be able to teach you an old way that you never learned and that works perfectly well.

35. TRUE: The young woman can certainly catch up with the young men in auto mechanics. In fact, it is your responsibility to provide flexible, individualized instruction on basic occupational skills and knowledge so that she can catch up.

36. TRUE: There is much that you can do, as you serve in a counseling role, to help any exceptional student with low self-esteem. You can provide the opportunity for the student to be successful. And you can give positive reinforcement for the student's success.

37. FALSE: **No** transferable skills? Budgeting, scheduling, chauffering, providing first aid, supervising children, and planning and preparing meals certainly are skills that many areas of the world of work have use for.

38. FALSE: No student should be **required** to work independently. On the other hand, any student should be allowed to work independently if that is the way the student learns best.

Level of Performance: Ideally, each of your true or false responses would have exactly matched those given in the inventory analysis. However, if you were honest, some of your responses probably didn't match. Make a note of those responses that didn't match—they are the areas in which you need greater knowledge, skills, or experience. Then go on to complete the next activity, in which you can develop a plan to gain the greater knowledge, skills, and experience that you need.

NOTES

By completing the inventory in the previous activity, you have reviewed some of your attitudes toward exceptional students and your role in serving them. As you compared your responses with those in the inventory analysis, you should have identified specific areas in which you need greater knowledge, skills, and experience.

Now, use the worksheet below to develop a plan to gain the specific knowledge, skills, and experience you need, as indicated by the results of your inventory. In the column labelled "The Need," list your own specific needs as indicated by your inventory. Then, in the column labelled "How to Fill It," list the specific means you will use to gain the needed knowledge, skills, and experience.

It is very important that you be **specific** as you develop your plan. You should indicate the particular experience you plan to gain (e.g., knowledge of the general characteristics of mentally retarded students). Then, wherever possible, you should indicate exactly how you could gain this needed experience (e.g., by attending the lecture on "The Developmental Cycle of the Mentally Retarded" offered by Local State University, June 1, 1981).

PLANNING WORKSHEET

The Need	How to Fill It

The Need	How to Fill It

After you have developed your plan to gain the greater knowledge, skills, and experience you need to serve exceptional students, use the Planning Worksheet Checklist, p. 37, to evaluate your work.

PLANNING WORKSHEET CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A column.

Name

Date

Resource Person

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
The plan to gain greater knowledge, skills, and experience:				
1. included the specific knowledge, skills, and experience needed, as indicated by the results of the attitude inventory (e.g., general characteristics of the gifted and talented, factors that might cloud identification, evidence of success)	☐	☐	☐	☐
2. provided for gaining the needed knowledge, skills, and experience by:				
a. consulting reliable resources (e.g., library, organizations, agencies, media, professional colleagues)	☐	☐	☐	☐
b. observing exceptional persons firsthand	☐	☐	☐	☐
c. interacting with exceptional students	☐	☐	☐	☐
3. identified specific, appropriate activities for gaining all needed knowledge, skills, and experience	☐	☐	☐	☐
4. was realistic and feasible in application	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, review the material in the information sheet, Serving Students with Exceptional Needs, pp. 6–21, or check with your resource person if necessary.

NOTES

Learning Experience III

FINAL EXPERIENCE

In an **actual teaching situation,*** prepare yourself to serve exceptional students.

As part of your duties as a teacher, prepare yourself to serve the exceptional students in your classes. This will include—

- defining your role in serving exceptional students
- reviewing your attitudes toward exceptional students
- gaining the greater knowledge, skills, and experience needed

NOTE: As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Arrange to have your resource person review any documentation you have compiled.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 41–42.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in preparing yourself to serve exceptional students.

*For a definition of "actual teaching situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Prepare Yourself to Serve Exceptional Students (L–1)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate column under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A column.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In defining his/her role in serving exceptional students, the teacher included the responsibility to:						
1. provide input into placement decisions	☐	☐	☐	☐	☐	☐
2. serve in a counseling role	☐	☐	☐	☐	☐	☐
3. help students develop basic skills	☐	☐	☐	☐	☐	☐
4. provide flexible, individualized instruction	☐	☐	☐	☐	☐	☐
5. provide for essential first aid	☐	☐	☐	☐	☐	☐
6. perform administrative tasks	☐	☐	☐	☐	☐	☐
7. teach both subject **and** students	☐	☐	☐	☐	☐	☐
8. keep involved on an ongoing basis	☐	☐	☐	☐	☐	☐
In reviewing his/her attitudes toward exceptional students, the teacher identified his/her attitudes concerning:						
9. the characteristics and differences of exceptional students	☐	☐	☐	☐	☐	☐
10. the accommodation of exceptional students in traditional instruction	☐	☐	☐	☐	☐	☐
11. exceptional students' chances of success in the vocational program	☐	☐	☐	☐	☐	☐
12. exceptional persons' chances of success in the world of work	☐	☐	☐	☐	☐	☐
In gaining the greater knowledge, skills, and experience needed, the teacher:						
13. identified the specific knowledge, skills, and experience needed	☐	☐	☐	☐	☐	☐
14. provided for gaining needed knowledge, skills, and experience by:						
a. consulting reliable resources	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
b. observing exceptional persons firsthand	☐	☐	☐	☐	☐	☐
c. interacting with exceptional students	☐	☐	☐	☐	☐	☐
15. identified specific activities by which to gain needed knowledge, skills, and experience, which were appropriate, feasible, and realistic	☐	☐	☐	☐	☐	☐
16. participated in planned preparation activities	☐	☐	☐	☐	☐	☐
17. acted in a fair, equitable, and just manner toward exceptional students	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

NOTES

ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do **not** have access to an actual teaching situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback: An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A-1 Prepare for a Community Survey
A-2 Conduct a Community Survey
A-3 Report the Findings of a Community Survey
A-4 Organize an Occupational Advisory Committee
A-5 Maintain an Occupational Advisory Committee
A-6 Develop Program Goals and Objectives
A-7 Conduct an Occupational Analysis
A-8 Develop a Course of Study
A-9 Develop Long-Range Program Plans
A-10 Conduct a Student Follow-Up Study
A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

B-1 Determine Needs and Interests of Students
B-2 Develop Student Performance Objectives
B-3 Develop a Unit of Instruction
B-4 Develop a Lesson Plan
B-5 Select Student Instructional Materials
B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C-1 Direct Field Trips
C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C-4 Direct Students in Instructing Other Students
C-5 Employ Simulation Techniques
C-6 Guide Student Study
C-7 Direct Student Laboratory Experience
C-8 Direct Students in Applying Problem-Solving Techniques
C-9 Employ the Project Method
C-10 Introduce a Lesson
C-11 Summarize a Lesson
C-12 Employ Oral Questioning Techniques
C-13 Employ Reinforcement Techniques
C-14 Provide Instruction for Slower and More Capable Learners
C-15 Present an Illustrated Talk
C-16 Demonstrate a Manipulative Skill
C-17 Demonstrate a Concept or Principle
C-18 Individualize Instruction
C-19 Employ the Team Teaching Approach
C-20 Use Subject Matter Experts to Present Information
C-21 Prepare Bulletin Boards and Exhibits
C-22 Present Information with Models, Real Objects, and Flannel Boards
C-23 Present Information with Overhead and Opaque Materials
C-24 Present Information with Filmstrips and Slides
C-25 Present Information with Films
C-26 Present Information with Audio Recordings
C-27 Present Information with Televised and Videotaped Materials
C-28 Employ Programmed Instruction
C-29 Present Information with the Chalkboard and Flip Chart
C-30 Provide for Students' Learning Styles

Category D: Instructional Evaluation

D-1 Establish Student Performance Criteria
D-2 Assess Student Performance: Knowledge
D-3 Assess Student Performance: Attitudes
D-4 Assess Student Performance: Skills
D-5 Determine Student Grades
D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E-1 Project Instructional Resource Needs
E-2 Manage Your Budgeting and Reporting Responsibilities
E-3 Arrange for Improvement of Your Vocational Facilities
E-4 Maintain a Filing System
E-5 Provide for Student Safety
E-6 Provide for the First Aid Needs of Students
E-7 Assist Students in Developing Self-Discipline
E-8 Organize the Vocational Laboratory
E-9 Manage the Vocational Laboratory
E-10 Combat Problems of Student Chemical Use

Category F: Guidance

F-1 Gather Student Data Using Formal Data-Collection Techniques
F-2 Gather Student Data Through Personal Contacts
F-3 Use Conferences to Help Meet Student Needs
F-4 Provide Information on Educational and Career Opportunities
F-5 Assist Students in Applying for Employment or Further Education

Category G: School–Community Relations

G-1 Develop a School–Community Relations Plan for Your Vocational Program
G-2 Give Presentations to Promote Your Vocational Program
G-3 Develop Brochures to Promote Your Vocational Program
G-4 Prepare Displays to Promote Your Vocational Program
G-5 Prepare News Releases and Articles Concerning Your Vocational Program
G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G-7 Conduct an Open House
G-8 Work with Members of the Community
G-9 Work with State and Local Educators
G-10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization

H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
H-2 Establish a Vocational Student Organization
H-3 Prepare Vocational Student Organization Members for Leadership Roles
H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
H-5 Supervise Activities of the Vocational Student Organization
H-6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development

I-1 Keep Up to Date Professionally
I-2 Serve Your Teaching Profession
I-3 Develop an Active Personal Philosophy of Education
I-4 Serve the School and Community
I-5 Obtain a Suitable Teaching Position
I-6 Provide Laboratory Experiences for Prospective Teachers
I-7 Plan the Student Teaching Experience
I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J-1 Establish Guidelines for Your Cooperative Vocational Program
J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J-3 Enroll Students in Your Co-Op Program
J-4 Secure Training Stations for Your Co-Op Program
J-5 Place Co-Op Students on the Job
J-6 Develop the Training Ability of On-the-Job Instructors
J-7 Coordinate On-the-Job Instruction
J-8 Evaluate Co-Op Students' On-the-Job Performance
J-9 Prepare for Students' Related Instruction
J-10 Supervise an Employer–Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)

K-1 Prepare Yourself for CBE
K-2 Organize the Content for a CBE Program
K-3 Organize Your Class and Lab to Install CBE
K-4 Provide Instructional Materials for CBE
K-5 Manage the Daily Routines of Your CBE Program
K-6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs

L-1 Prepare Yourself to Serve Exceptional Students
L-2 Identify and Diagnose Exceptional Students
L-3 Plan Instruction for Exceptional Students
L-4 Provide Appropriate Instructional Materials for Exceptional Students
L-5 Modify the Learning Environment for Exceptional Students
L-6 Promote Peer Acceptance of Exceptional Students
L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
L-8 Improve Your Communication Skills
L-9 Assess the Progress of Exceptional Students
L-10 Counsel Exceptional Students with Personal–Social Problems
L-11 Assist Exceptional Students in Developing Career Planning Skills
L-12 Prepare Exceptional Students for Employability
L-13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills

M-1 Assist Students in Achieving Basic Reading Skills
M-2 Assist Students in Developing Technical Reading Skills
M-3 Assist Students in Improving Their Writing Skills
M-4 Assist Students in Improving Their Oral Communication Skills
M-5 Assist Students in Improving Their Math Skills
M-6 Assist Students in Improving Their Survival Skills

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

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